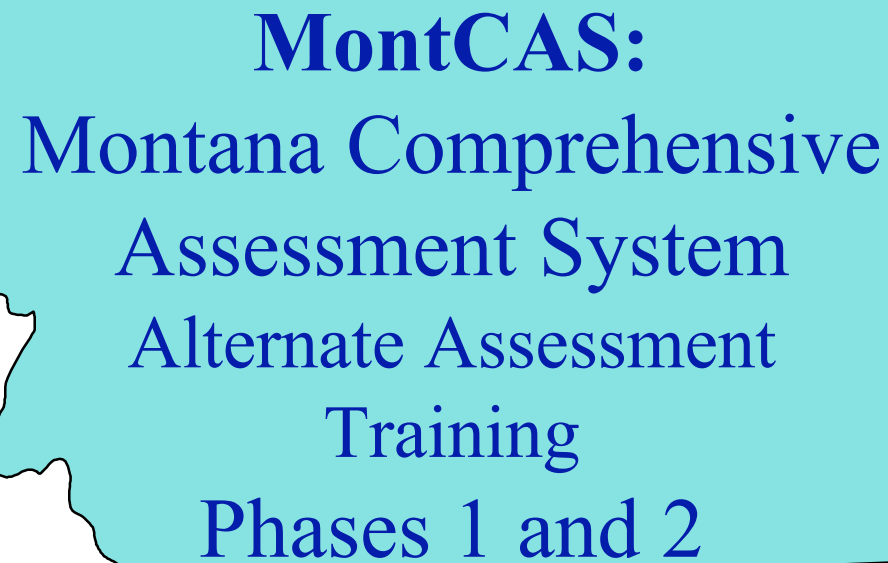




Montana Comprehensive Assessment System (MontCAS)

A light blue map of the state of Montana is centered on the slide. The text "MontCAS: Montana Comprehensive Assessment System Alternate Assessment Training Phases 1 and 2" is written in dark blue, bold font across the map.

MontCAS: Montana Comprehensive Assessment System Alternate Assessment Training Phases 1 and 2

Statewide Training
February 2004

Office of Public Instruction, Linda McCulloch, Superintendent



Montana Comprehensive Assessment System (MontCAS)

2004 Montana Comprehensive Assessment System (MontCAS)

Phase 1

- Norm-referenced test—the Iowas
- Calculator use by IEP only
- Grades 4, 8, 11
- Reading, language arts, math, social studies, science
- Multiple choice
- Timed test
- March 8 – 26, 2004
- Alternate assessment scales
- Funded by the state

Phase 2

- Criterion-referenced test
- Calculator use for all students on portions of the test
- Grades 4, 8, 10
- Reading and math
- Multiple choice, math short answer and constructed response
- Untimed test
- March 29-April 16, 2004
- Evidence based alternate
- Funded by NCLB



Montana Comprehensive Assessment System (MontCAS)

2004 - MontCAS Alternate Assessments Phase 1 and Phase 2

Phase 1

- Alternate assessment scales
- Grades 4, 8, 11
- Reading, language arts, math, social studies, science
- Checklist completed by teacher
- May be appropriate for IEP, LEP, and 504 students

Phase 2

- Evidence based task
- Grades 4, 8, 10
- Reading and math
- Activity with performance indicators—student completes test activity
- For students with severe cognitive disabilities



Montana Comprehensive Assessment System (MontCAS)

MontCAS:
Montana Comprehensive
Assessment System,
Phase 1, Year 4
Alternate Assessment Training

Statewide Training
February 2004

Office of Public Instruction, Linda McCulloch, Superintendent



Montana Comprehensive Assessment System (MontCAS)

2004 Agenda, MontCAS Phase 1

- Materials and Contact Information
- Involvement of
 - Students with Limited English Proficiency
 - Students with an IEP
 - Students with a 504 Plan
- Options for Participation (2004 *Guide* pp 6-7)
- Alternate assessment administration
- Scoring
- The Answer Document



Montana Comprehensive Assessment System (MontCAS)

2004 Online Materials - Phase 1

For Today

- 2004 Iowa Test Alternate Assessment Power Point
- *2004 Montana Guide for Test Coordinators*

Other Materials

- Iowa Test Assessment Handbook, 2002*
- Iowa Test Alternate Assessment Scale, Grade 4, 2002 *
- Iowa Test Alternate Assessment Scale, Grade 8, 2002*
- Iowa Test Alternate Assessment Scale, Grade 11, 2002*

***systems and schools may have printed copies from previous years**



Montana Comprehensive Assessment System (MontCAS)

OPI Contacts

- Judy Snow, Assessment
 - 406-444-3656; jsnow@state.mt.us
- Bob Runkel Special Education
 - 406-444-4429; brunkel@state.mt.us
- BJ Granbery, Title I
 - 406-444-4420; bjgranbery@state.mt.us
- Lynn Hinch, ELL
 - 406-444-3482; lhinch@state.mt.us
- Angela Branz-Spall, Migrant Education
 - 406-444-2423; angelab@state.mt.us
- Raelen Williard, OPI Resource Center
 - 406-444-2028; rwilliard@state.mt.us



Montana Comprehensive Assessment System (MontCAS)

2004 Riverside Contacts – Phase 1

- Information on Materials
 - Kayla Whittet
 - 800-767-8420x6384
 - kayla_whittet_hmco.com
 - David Connell
 - 800-323-9540x6059
 - david_connell@hmco.com
- Riverside Products and Services
 - Todd Hausman
 - 800-323-9540x7713
 - Todd_hausman@hmco.com



Supports and Options in an Inclusive Accountability System



Montana Comprehensive Assessment System (MontCAS)

Involvement Of

- Students with Limited English Proficiency
- Students with an IEP
- Students with a 504 Plan



Determining Options for LEP (ELL) Students

Base accommodations for LEP students on

- The individual needs of the student
- Determined by classroom performance



Montana Comprehensive Assessment System (MontCAS)

Determining Options for Students with Disabilities – An IEP Team Decision

PARTICIPATION IN STATE/DISTRICTWIDE ASSESSMENTS

State/Districtwide assessments are not being conducted during the term of this IEP.

The student will participate in the State/Districtwide assessment without accommodations.

The student will participate in the State/Districtwide assessment with standard or nonstandard accommodations as specified in the IEP:

The student will participate in Statewide assessment using the Montana Alternate Assessment Scale.

Describe why the ITBS/ITED, even with standard or nonstandard accommodations, is not appropriate for the student:

Describe how the student will participate in an alternate Districtwide assessment:



Montana Comprehensive Assessment System (MontCAS)

The relevant question is no
longer WHO should
participate, but rather -
HOW?



Four Options

- Option 1: The Iowa Tests - no accommodations
- Option 2: The Iowa Tests - standard accommodations
- Option 3: The Iowa Tests - nonstandard accommodations
- Option 4: Alternate Assessment Scale

Guide pp 6-7



Participation option is not an “all or nothing” decision

- Student form of participation might vary across subtests
- Test answer form must accurately depict the form(s) of participation



Montana Comprehensive Assessment System (MontCAS)

Option 1: The Iowa Tests – no accommodations

- No change in procedure
- Test Coordinator must ensure document answer form is coded to indicate student status as student with a disability or LEP



Option 2: The Iowa Tests – standard accommodations

- Accommodations found to have no impact on test validity identified as “standard” by Riverside Publishing
- Standard accommodations that can be used with MontCAS, Phase 1 are listed on page 8 of the *2004 Montana Guide for Test Coordinators*
- Calculator use specified in IEP’s or 504 Plans for Problem Solving or Concepts



Accommodations

- Accommodations “level the playing field”
- The law requires that accommodations be provided to students with disabilities
- There should be a link between accommodations used for instruction and those needed for test participation
- Accommodations are determined on an individual basis by current IEPs for special education and 504 students and by the instructional team for LEP students.



Montana Comprehensive Assessment System (MontCAS)

Accommodations

- The IEP/504 Plan is a key document for identifying accommodations that are necessary to support test participation
- The special education teacher will have the information and should make arrangements for accommodations with the classroom test administrator prior to testing



Montana Comprehensive Assessment System (MontCAS)

A Framework to Describe Accommodations

- National Center on Education Outcomes has organized accommodations into categories based on what is *changed* in the testing process:
 - Setting
 - Presentation
 - Timing
 - Response
 - Scheduling



Montana Comprehensive Assessment System (MontCAS)

Standard Setting Accommodations

changes the *place* of assessment

- Individual/small group administration
- Test administered by ESL teacher or interpreter



Standard Presentation Accommodations

changes *how* an assessment is given

- Large-print editions
- Communication support to understand directions
- Repeated directions
- Test read aloud
- Use of assistive technology



Montana Comprehensive Assessment System (MontCAS)

Standard Timing Accommodations changes the *duration* of testing.

- Extended time



Standard Response Accommodations

changes how a student *responds*

- Answers recorded
- Transferred answers
- Provision of English/native language word-to-word dictionary
- Use of assistive technology
 - Use of calculator in IEP's or 504 Plans for Problem Solving and Math Concepts only



Montana Comprehensive Assessment System (MontCAS)

Standard Scheduling Accommodations changes *when* testing occurs

- Rearranging subtest order
- Modification in time of testing



Option 3: The Iowa Tests - nonstandard accommodations

- Anything not identified as standard is nonstandard.
Examples, IEP's or 504's
 - Nonstandard accommodations change what is being measured
 - Requiring calculator for computation or estimation
 - Requiring reading the test aloud for vocabulary and reading comprehension
- Braille version of test is treated as nonstandard
- Students who complete any portion of the Iowa Tests using nonstandard accommodations must also be assessed in the same content area with the Alternate Assessment Scale



Montana Comprehensive Assessment System (MontCAS)

Calculators - 2004

- Not allowed unless specified in a current IEP
 - It is a standard accommodation if it is **not used in the computation section of the test**
 - It is a non standard accommodation **if it is used for the computation section of the test.** If non-standard, alternate assessment is required.
- Special education teacher will have the information and should notify the classroom administrator well ahead of time
- Ignore the directions for calculator use in the publication from Riverside, “Directions for Administration” and do not bubble the “Y” or “N” circles on any math portion of the answer document



Option 4: Alternate Assessment Scale (AAS)

- Alternate approach to gathering student performance information, intended for small % of students who are unable to take The Iowa Tests, even with accommodations
- Students who complete any part of the Iowa Tests using nonstandard accommodations must also be assessed in the same content area with the Alternate Assessment Scale



Structure of Alternate Assessment Scale

- Based on performance standards of Montana Standards Framework
- Organized in areas of reading, writing, math, science, and social studies
- Scales reflect Novice, Nearing Proficiency, Proficient, Advanced levels of performance in Standards Framework
- Scales ordered in ascending level of difficulty
- Novice-Extension Scale added to broaden scope to encompass students with more severe disabilities



Extended Standards – Broadening the Standards Framework

- Focus is on basic skills that provide a foundation for further development
- Skills are categorized within existing Standards Framework curricular areas
- Sample benchmarks are provided to assist teams in “thinking broadly” when considering students with the most severe disabilities



Consider Reading...

- In the broadest sense, reading involves the ability to interpret and derive meaning from other things and people in the environment



What is encompassed by “reading” in the extended standards?

- Use of object schedules
- Listening to books on tape
- Responding to traffic light signals
- Interpreting pictures/visuals
- Locating restroom in unfamiliar setting
- Identifying own coat from coat rack



What might writing look like for a “non-writer”?

- Use of name stamp to put name on school papers
- Make grocery list by choosing pictures of things that need to be purchased
- Write a story by selecting items displayed on Intellikeys keyboard
- Compose story and dictate to peer, making yes/no choices to determine content



Administering the AAS

- Scale is completed by one or more individuals most familiar with a student's skills in the area being assessed
- Begin scoring with the Novice Extension scale in each subject area for all students
- Continue on to the next scale until the point is reached where all responses within a scale are coded "N"
- At that point, proceed to the next subject area



Montana Comprehensive Assessment System (MontCAS)

Scoring of AAS

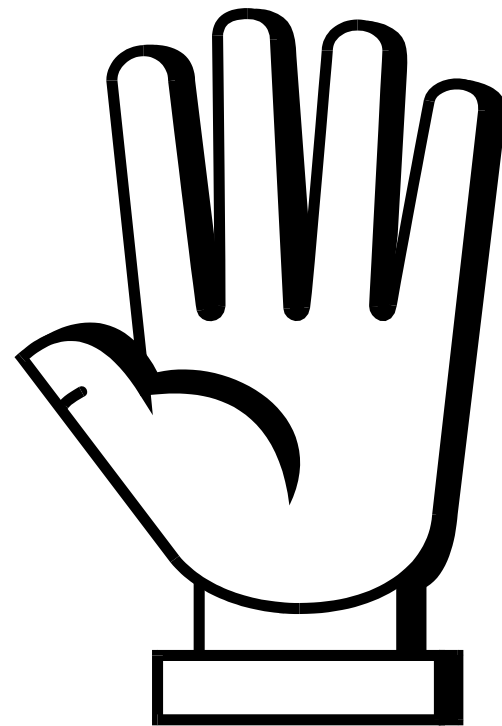
- Yes/No format tied to checklists of performance standards
- For Novice-Extension, “yes” encompasses assisted as well as independent performance
- For Novice through Advanced scales, “yes” means skills *meet* or *exceed* performance standard



Montana Comprehensive Assessment System (MontCAS)

Scoring Clarification Provided

- See Directions at the *beginning* of the AAS
- Caution Icon used to remind administrator to read and score carefully





Montana Comprehensive Assessment System (MontCAS)

NEW
for 2002

Scoring Examples Provided



SCORING KEY

IF A STUDENT'S CURRENT SKILLS...

Meet OR exceed the level described in the performance indicator.

Score the item "Y"

Fall below the level described in the performance indicator.

Score the item "N"

Consider the following item in the **NOVICE READING SCALE**:

"Sometimes demonstrates an understanding of the elements of fiction and nonfiction."

If you are evaluating the skills of a student who:

consistently demonstrates an understanding of the elements of fiction and nonfiction,
the item should be scored "Y"

does, at times, demonstrate an understanding of the elements of fiction and nonfiction,
the item should be scored "Y"

rarely demonstrates an understanding of the elements of fiction and nonfiction, the item
should be scored "N"

does not yet understand the elements of fiction and nonfiction, the item should be
scored "N"



Montana Comprehensive Assessment System (MontCAS)

Answer Document



Montana Comprehensive Assessment System (MontCAS)

Coding By Student or School Personnel Before Testing

- Name
- Date of Birth
- Gender
- Test Form
- Student ID Number (optional)



Montana Comprehensive Assessment System (MontCAS)

Coding by School Personnel After Testing

Race/Ethnicity

- OPI recommends that test administrators complete this after testing so that it agrees with system records
- Mark only one
 - 1 = American Indian or Alaska Native
 - 2 = Asian
 - 3 = Black or African American
 - 4 = Hispanic
 - 5 = Native Hawaiian or Other Pacific Islander
 - 6 = White
- Do not use other



Montana Comprehensive Assessment System (MontCAS)

Coding by School Personnel After Testing

- Programs
 - SE
 - 504
 - F/RL
 - GT
 - ELL (LEP)
 - MG
 - TI L (optional)
 - TI M (optional)
 - Other 1
 - Other 2

Guide p 26-27



Free/Reduced Lunch Coding

Due to the confidential nature of this designation, the answer document must be coded by:

1. A system or school building test coordinator, OR
2. The local school system official who determines free and reduced price eligibility (I.e., school food official)



Montana Comprehensive Assessment System (MontCAS)

Coding Student Program Involvement

3 (A) (B) (C) (D) (E) 60 (A) (B) (C) (D) (E)

ONLY			
N	O	P	Z
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9
10	10	10	10

PROGRAM(S)
(Mark all that apply)

☐ SE ☐ MG
☐ 504 ☐ TI L
☐ F/RL ☐ TI M
☐ GT ☐ Other 1
☐ ELL ☐ Other 2

Teacher: _____
School: _____
City (System): _____
State: _____



Montana Comprehensive Assessment System (MontCAS)

Coding by School Personnel After Testing

- Alternate assessment scores
- Partial alternate assessment participation
- Exclusions from calculations
 - Braille
 - Alternate assessment in all subjects
 - High school foreign exchange student
 - Students not enrolled in an accredited Montana school



Montana Comprehensive Assessment

System (MontCAS)

Coding the Use of Nonstandard Accommodations For All or Parts of the Test

Grade: _____

E/ETHNICITY
(Mark all that apply)

☐ American Indian or
Alaskan Native
☐ Asian
☐ Black or African
American
☐ Hispanic or Latino
☐ Native Hawaiian or
Other Pacific
Islander
☐ Other
☐

**OFFICE
USE**

☐ Y ☐ N 1
☐ Y ☐ N 2
☐ Y ☐ N 3
☐ Y ☐ N 4
☐ Y ☐ N 5
☐ Y ☐ N 6
☐ Y ☐ N 7
☐ Y ☐ N 8
☐ Y ☐ N 9
☐ Y ☐ N 10
☐ Y ☐ N 11
☐ Y ☐ N 12
☐ Y ☐ N 13

ADDITIONAL INFORMATION
Field 2 Field 3

Table 4: Subtest Definitions in Office Use Section of Answer Form

ITBS	Office Use No.	ITED
Vocabulary	1	Vocabulary
Reading Comprehension	2	Reading Comprehension
Spelling	3	Language: Revising Written Materials
Capitalization	4	Spelling
Punctuation	5	Math: Concepts & Problem Solving
Usage and Expression	6	Computation
Math Concepts	7	Analysis of Social Studies Materials
Math Problem Solving	8	Analysis of Science Materials
Math Computation	9	Sources of Information
Social Studies	10	N/A
Science	11	N/A
Maps and Diagrams	12	N/A
Reference Materials	13	N/A

(This is Table 4 from the Assessment Handbook)

Guide p 25



Montana Comprehensive Assessment

System (MontCAS)

Coding the Use of Nonstandard Accommodations Braille Version of the Iowa Tests

3 (A) (B) (C) (D) (E)	35 (A) (B) (C) (D) (E)	47 (A) (B) (C) (D) (E)	59 (A) (B) (C) (D) (E)
4 (A) (B) (C) (D) (E)	36 (A) (B) (C) (D) (E)	48 (A) (B) (C) (D) (E)	60 (A) (B) (C) (D) (E)

TEST ADMINISTRATOR USE ONLY												PROGRAM(S)
G	H	I	J	K	L	M	N	O	P	Q	R	PROGRAM(S)
0	0	0	0	0	0	0	0	0	0	0	0	(Mark all that apply)
1	1	1	1	1	1	1	1	1	1	1	1	<input type="radio"/> SE <input type="radio"/> MG
2	2	2	2	2	2	2	2	2	2	2	2	<input type="radio"/> 504 <input type="radio"/> TI L
3	3	3	3	3	3	3	3	3	3	3	3	<input type="radio"/> F/RL <input type="radio"/> TI M
4	4	4	4	4	4	4	4	4	4	4	4	<input type="radio"/> GT <input type="radio"/> Other 1
5	5	5	5	5	5	5	5	5	5	5	5	<input type="radio"/> ELL <input type="radio"/> Other 2
6	6	6	6	6	6	6	6	6	6	6	6	
7	7	7	7	7	7	7	7	7	7	7	7	
8	8	8	8	8	8	8	8	8	8	8	8	
9	9	9	9	9	9	9	9	9	9	9	9	
No	No	No	No	No	No	No	No	No	No	No	No	

Teacher: _____

School: _____

City (System): _____

State: _____



Montana Comprehensive Assessment

System (MontCAS)

Coding Alternate Assessment IF Administered
in ALL SUBJECTS

3 (A) (B) (C) (D) (E) 35 (A) (B) (C) (D) (E) 47 (A) (B) (C) (D) (E) 59 (A) (B) (C) (D) (E)
4 (A) (B) (C) (D) (E) 36 (A) (B) (C) (D) (E) 48 (A) (B) (C) (D) (E) 60 (A) (B) (C) (D) (E)

TEST ADMINISTRATOR USE ONLY													PROGRAM(S)
G	H	I	J	K	L	M	N	O	P	Q	R	S	T
0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9	9	9
No	No	No	No	No	No	No	No	No	No	No	No	No	No

(Mark all that apply)

☐ SE ☐ MG
☐ 504 ☐ T1 L
☐ F/RL ☐ T1 M
☐ GT ☐ Other 1
☐ ELL ☐ Other 2

Teacher: _____
School: _____
City (System): _____
State: _____



Montana Comprehensive Assessment System (MontCAS)

Entering Scores for the Alternate Assessment Scale

) 23 (A) (B) (C) (D) (E) 35 (A) (B) (C) (D) (E) 47 (A)
) 24 (A) (B) (C) (D) (E) 36 (A) (B) (C) (D) (E) 48 (A)

TEST ADMINISTRATOR USE ONLY													
E	F	G	H	I	J	K	L	M	N				
0	0	0	0	0	0	0	0	0	0				
1	1	1	1	1	1	1	1	1	1				
2	2	2	2	2	2	2	2	2	2				
3	3	3	3	3	3	3	3	3	3				
4	4	4	4	4	4	4	4	4	4				
5	5	5	5	5	5	5	5	5	5				
6	6	6	6	6	6	6	6	6	6				
7	7	7	7	7	7	7	7	7	7				
8	8	8	8	8	8	8	8	8	8				
9	9	9	9	9	9	9	9	9	9				
No	No	No	No	No	No	No	No	No	No				

Row	Subtest
G	Communication Arts - Reading score
H	Communication Arts - Writing score
I	Mathematics score
J	Social Studies score
K	Science score

FIRST NAME	DATE
<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> 0	<input type="radio"/> JAN <input type="radio"/> FEB <input type="radio"/> MAR <input type="radio"/> APR <input type="radio"/> MAY <input type="radio"/> JUN <input type="radio"/> JUL <input type="radio"/> AUG <input type="radio"/> SEP <input type="radio"/> OCT <input type="radio"/> NOV <input type="radio"/> DEC



One Final Reminder

- State reports follow all district reports
 - Deadlines must be kept. **April 5**
 - All answer documents **must** be picked up by **April 5**
- Thank you



Montana Comprehensive Assessment System (MontCAS)

Questions ???

- Email to Judy Snow
 - jsnow@state.mt.us
- Questions and answers will be posted online
 - <http://www.opi.state.mt.us/assessment/index.html>



Montana Comprehensive Assessment System (MontCAS)

MontCAS:
Montana Comprehensive
Assessment System,
Phase 2, Year 1
Alternate Assessment Training

Statewide Training
February 2004

Office of Public Instruction, Linda McCulloch, Superintendent